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ABSTRACT

This study examined word-finding ability, measured by accuracy and latency of response, in a group of eight preschool stutterers (mean age 4.2 years) and two groups of eight nonstutterers (mean age 4.4 years) matched according to age, gender, race, and receptive vocabulary. Results indicated that, as a group, preschool children who stutter and those who do not have similar accuracy and latency scores on an experimental test battery designed to evaluate word-find ability. The paper concludes that word finding and stuttering are separate entities, but they may coexist, and word-finding problems may exacerbate the severity of stuttering and definitely interfere with effective fluency training. (Approximately 50 references) (JDD)

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WORD-FINDING ABILITY IN PRESCHOOL STUTTERING AND NONSTUTTERING CHILDREN

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INTRODUCTION

Generally, word-finding abilities are referred to as the storage and retrieval of words that make up an individual's expressive vocabulary. Word-finding difficulties are defined as the inability to call up an intended word from stored lexicon despite comprehension (Wiig and Becker-Caplan, 1984). Measurement of word-finding difficulties is based on accuracy and latency of response.

Research suggests that stutterers may have poorer w-f abilities than nonstutterers. Berry & Eisenson, 56, reported mild disturbances in w-f abilities are sometimes exhibited by stutterers. Moore, Craven & Farber, 82, reported latency differences in w-f abilities of adult stuttering males.

Macdonald and Beale (89) found the mean accuracy score on the **Test of Word -Finding** German (86) to be significantly poorer for school aged stuttering children compared to nonstuttering children. Boysen & Cullinan, 71 found the mean latency for stuttering school-age children to be shorter, but Telser & Rutherford, 1970; and Telser 1971; reported the average picture naming response of stuttering school-age children was significantly slower than for non-stuttering controls.

The purpose of this study was to examine word-finding ability in preschool stuttering and nonstuttering children. The word-finding ability, measured by accuracy and latency of response on an experimental battery, was investigated in a group of preschool stutterers and nonstutterers matched according to age, gender, race and receptive vocabulary.

METHOD

Subjects in this study were eight stutterers and two groups of eight nonstuttering controls (16 total). **SEE TABLE 2 Stuttering subjects:** ages 3;1 to 5;11 years with a mean age of 4;2 yrs and a standard deviation of 10.9 months. **Control subjects:** ages 3;2 yrs to 6;3 yrs with a mean age of 4;4 yrs and a standard deviation of 10.4 months. Nonstuttering controls were

matched on a + or - six month age difference.

PROCEDURES AND MATERIALS

The following tests were administered:

1. The Systematic Fluency Training for Children:Assessment Protocol (Shine, 1980), and the Stuttering Severity Instrument (Riley, 1980) were administered to the stuttering children and the **SSI** (Riley, 1980) was administered to the nonstuttering children (a connected speech sample of approximately 150 words).

Both the stuttering children and the nonstuttering controls were Administered

2. The PPVT-R (Form M) (Dunn & Dunn, 1981).
3. The AAPS-Second Edition (Fudula & Reynolds, 1986)
4. A pure tone hearing screening.
5. And the experimental word-finding assessment battery.

EXPERIMENTAL BATTERY

Word-finding was assessed by the administration of the experimental battery presented in the following order: **(TABLE 1)**

(1) Serial recall: Counting

(2) Confrontation naming. Items 1 through 34 from the Expressive One Word Picture Vocabulary Test (Gardner, 1981).

(3) Categorization from the McCarthy Scales of Children's Abilities (McCarthy, 1972).

(4) Sentence Completion: Items 1 -15 of Auditory Association subtest of Illinois Test of Psycholinguistic Abilities - revised, Kirk, et al., 68.

(5) Rote Retrieval Subtest: recite any line of a nursery rhyme

Possible overall raw score was 56.

LATENCY

Response latency for confrontation naming and sentence completion was measured following procedures outlined in the Test of Word-Finding, (German,

1968). After completion of the experimental battery, comprehension for confrontation naming and sentence completion was examined for inaccurate responses using pictures and pointing response.

RESULTS

A repeated measures of analysis of variance based on a **Multivariate Hotelling-Lawley Trace (Morrison, 76)** was employed. No signif. differences in accuracy or latency were found. **F (2,6) = .02, p = .9851**, and **F(2,6) + 4.39, p = .0669** respectively. Performance as a group is similar.

Subject # 5

Because the performance of st. subject 5 was notably different, a comparison was made of the mean difference scores for accuracy and latency. **SEE TABLE 3**

ACCURACY

1. The mean difference for stutters and control group one was -.3 with a s.d. of 6.9. The mean differences for st and control group two was -.3 with a s.d. of 5.7. The grand mean difference was -.3 with a s.d. of -5.8. S #5's difference scores of -15 and -12 fell more than 2 s.d.'s below the difference means for group one and group two, and the grand mean. **(1 sd = -7.1 & -6.0; 2 sd = -14.1 & -11.7) (-6.1 & -11.9)**

LATENCY

1. The mean differences for stutterers and control group one was -.36 with a s.d. of +.82. The mean difference for group two was +.08 with a s.d. of +.70. **(1 sd = +1.19 & .78; 2 sd = +2.01 & 1.48)** The grand mean was -.22 with a s.d. of +.76 **(1 sd = +.99; 2 sd = +1.75)** Subject #5 difference scores of +1.92 and +1.66 were more than 2 s.d.'s above the difference means for each group and for the combined control groups (the grand mean).

DISCUSSION AND CONCLUSIONS

The results of this study suggest that, as a group, preschool children

who stutter and those who do not have similar accuracy and latency scores on an experimental test battery designed to evaluate word-find ability. It is suggested that word-finding difficulties are not a factor for most preschool children who stutter. The performance of one stuttering subject does, however, suggest that word-finding difficulties may be a concomitant factor for a proportion of preschool children who stutter.

Accuracy with regard to subject number 5 was similar to MacDonald and Beale (1968) who found mean accuracy scores in school age children who stutter, to be significantly lower, but group differences in our study were not significant.

Latency for subject 5 was similar to Telser (1971) and Telser & Rutherford (1970) but group differences in out study were not significant. Boysen & Cullinan (1989) found school age stutterers to have shorter latencies than nonstuttering controls. Although we didn't have significance the mean latency of the stuttering group was longer than for both control groups. Not directly comparable as no other studies looked at prechoolers.

More research is needed to determine if preschoolers who exhibit W-F and stuttering typically exhibit more severe stuttering. Also need to differentiate between stuttering disfluencies and word-finding disfluencies (nonstuttering disfluencies).

WHAT IS THE RELATIONSHIP BETWEEN W-F AND STUTTERING?

WE FEEL THAT THEY ARE SEPARATE ENTITIES, BUT THEY MAY COEXIST AND WORD-FINDING PROBLEMS MAY EXACERBATE THE SEVERITY OF STUTTERING AND DEFINITELY INTERFERES WITH EFFECTIVE FLUENCY TRAINING.

More research needed to determine if preschoolers who exhibit w-f and stuttering are typically exhibit more severe stuttering.

Table 1 Word-finding Errors, Stuttering Disfluencies and Nonstuttering and Word-Finding Search Disfluencies

WORD-FINDING ERRORS +	STUTTERING DISFLUENCIES ++	NONSTUTTERING/ WORD-FINDING SEARCH DISFLUENCIES + ++
* Phonetic/Phonemic (dikar/guitar)	* Whole-word repetitions (and-and-and)	* Pauses (we...have)
* Semantic (day/night)	* Part-word repetitions (lo-lo-lo-lock)	* Interjection (uh, uh)
* Circumlocution (sucks dust/ vacuum)	* Prolongations (fffffffun)	* Revisions (rode a horse/pony)
* Noninformative/ Indefinite (comment; perseveration; general, stuff/ silverware)	* Struggle Behavior (any stuttering with tension	* Incomplete phrase (you know we we went to play)
* Word Initial (ch,ch chin)		* Phrase repetition (do it do it work)

Sources: + Fried-Oken (1982); German 1982); Wiig & Semel (1984).
++ Ryan (1974); Shine (1984).

TABLE 2 Ages and Peabody Picture Vocabulary Test-Revised for Preschool Stutterers and their Matched Controls

S No.	Stuttering Subjects Age Yr-Mo	Stuttering Subjects PPVT-R	Control 1 Age Yr-Mo	Control 1 PPVT-R	Control 2 Age Yr-Mo	Control 2 PPVT-R
1	4-2	118	4-6	108	4-7	112
2	3-1	115	3-7	110	3-6	107
3	3-11	105	4-3	101	4-0	96
4	4-8	94	5-1	100	4-7	87
5	3-11	131	4-2	105	3-10	111
6	3-2	93	3-2	89	3-3	100
7	5-11	86	6-3	98	5-10	99
8	4-8	92	5-1	85	4-6	91
Mean	4-2		Mean	4-4		
S.D.	10.9 mo		S.D.	10.4 mo		

Table 3 Accuracy, Difference Scores and Mean Difference Scores on the Word-Finding Battery for Preschool Stutterers and their Matched Controls

S #	Stutterers	Control 1	Difference Score	Control 2	Difference Score
1	51*(91%)+	46 (82%)	+5	49 (87.5%)	+2
2	43 (73.2%)	44 (78.6%)	-1	41 (73.2%)	+2
3	50 (89.3%)	51 (91.1%)	-1	47 (83.9%)	+3
4	52 (92.9%)	52 (92.9%)	0	49 (87.5%)	+3
5	35 (62.5%)	50 (89.3%)	-15	47 (83.9%)	-12
6	37 (66.1%)	31 (55.4%)	+6	31 (55.4%)	+6
7	52 (92.9%)	50 (89.3%)	+2	49 (87.5%)	+3
8	45 (80.4%)	38 (67.9%)	+7	49 (87.5%)	-4
Mean	45.62	45.25		45.25	
S.D.	6.80	6.90		5.95	
Mean Difference Score			-.3		-.3
S.D.			6.9		5.7
Grand Mean Difference Score				-.3	
S.D.				5.8	

* Out of 56 possible points.

\+ Percentage of accuracy.

Table 4 Latency Scores, Difference Scores, and Mean Difference Scores on the Word-Finding Battery for Preschool Stutterers and their Matched Nonstuttering Controls

S #	Stutterers	Control 1	Difference Score	Control 2	Difference Score
1	.91*	1.04	- .13	1.31	- .4
2	2.44	1.37	+1.07	2.01	+ .43
3	1.38	1.00	+ .38	1.59	- .21
4	1.22	1.05	+ .17	1.32	- .1
5	3.12	1.20	-1.92	1.46	+1.66
6	2.11	1.72	- .39	1.98	+ .13
7	1.07	1.02	- .05	1.30	- .23
8	1.14	2.01	+ .87	1.78	- .64
Mean	1.67	1.30		1.59	
S.D.	.79	.35		.39	
Mean Difference			+ .37		+ .08
S.D.			.82		.70
Grand Mean Difference Score				+ .23	
S.D.				.76	

* Second(s)

Table 5 Stuttering Severity Data based on the Picture, Duration and Physical Concomitants Task Scores of the Stuttering Severity Instrument (Riley, 1980)

Subject No.	Picture Task Score	Duration Task Score	Physical Concomitants Task Score	Total Score	% Score	Severity Score
1	14	4	6	24	78	Severe
2	10	4	4	18	47	Moderate
3	10	4	14	28	90	Severe
4	12	0	0	12	20	Mild
5	16	4	6	26	85	Severe
6	12	1	0	13	23	Mild
7	14	2	3	19	60	Moderate
8	8	3	4	15	40	Mild

TABLE 6 Comprehensive Stuttering Analysis Data Based on 200 Word Verbatim Transcipt (Shine, 1980).

Ss	TTT	TWS	WS/M	TSW	SW/M	%SW	TSYLS	SYL/M	TSSYL	%SSYL	SSYL/M	WW	PW	PROL	SB	MLU
1	1.3	200	157	20	15.4	10.0	244	188	46	18.9	35.4	2	14	1	4	5.1
2	1.6	200	125	12	7.5	6.0	217	136	27	12.4	16.9	4	4	1	3	4.8
3	1.6	200	125	10	6.3	5.0	223	139	19	8.5	11.9	1	2	1	6	4.2
4	1.9	200	105	15	7.9	7.5	247	130	31	12.6	16.3	7	8	0	0	7.8
5	2.2	200	91	24	10.9	12.0	248	113	60	24	27	9	14	0	1	5.0
6	1.8	200	111	15	8.3	7.5	225	125	30	13	16.7	10	4	1	0	3.5
7	2.2	200	87	20	9.1	10.0	268	122	51	19	23.2	9	11	0	0	6.7
8	1.1	200	197	8	7.3	3.5	229	208	19	8.3	17.3	2	5	1	0	4.6

TABLE 7. Three Probable Subgroups of Stuttering. Severity (SSI), Rate, Type and Percentage of Stuttered Words (CSA)

Ss	score	%	Rating	SW/M	%SW	%SYL	WW	PW	PROL	SB
1	24	78	severe	15.4	10.0	18.9	2	14	1	4
2	18	47	moderate	7.5	6.0	12.4	4	4	1	3
3	28	90	severe	6.3	5.0	8.5	1	2	1	6
4	12	20	mild	7.9	7.5	12.6	7	8	0	0
6	13	23	mild	8.3	7.5	13.0	10	4	1	0
7	19	60	moderate	9.1	10.0	19.0	9	1	0	0
8	15	40	mild	7.3	3.5	8.3	2	5	1	0
5	26	85	severe	10.9	12.0	24.0	9	14	0	1

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APPENDIX E: Error Responses for Confrontation Naming and Sentence Completion

Subjects	Item No.	Actual Response	Correct Response
1	9 cn*	people	boy
	17cn	you forgot truck	bear
	20cn	brick oh its a train	train
	30cn	hen	chicken
2	10cn	chicken	bird
	19cn	apple	pumpkin
	1 sc+	unintelligible	woof, arf,
	2 sc	dolphin	water
	8 sc	no answer	girl
	9 sc	no answer	see
	10sc	violin	ball
	11sc	no answer	asleep
	14sc	shoes	toes
	15sc	no answer	hard
3	9cn	people	boy
	11cn	I don't know what a big boat is	ship
	17cn	I don't know	bear
	3sc	I don't know	drink
	13sc	I don't know	hammer
4	8cn	motorcycle	bicycle
	10sc	bed	ball
	12	up	slow
	13	basket	hammer
5	8cn	umumum I don't know	bicycle
	10cn	I don't know	bird
	11cn	/wʌwɛn/(PW) you, when you turn	boat
	17cn	cats like to climb on trees	bear
	19cn	I don't know	pumpkin
	20cn	/wʌwʌ wɛ wɛvd/(PW)	train
	22cn	I don't know	cup
	30cn	turkey	chicken
	31cn	I don't know	tiger
	33cn	I don't know	square
	2sc	I don't know	water

APPENDIX E: (continued)

Subject	Item no.	Actual Response	Correct Response
	3sc	pour	drink
	5sc	I don't know	bed
	7sc	um um um /ʤɪʤɪʤɪʤu/ (WW)	
		pour milk	glass
	13sc	I don't know	hammer
	14sc	I don't know	toes
6	9cn	man	boy
	10cn	buffalo	bird
	19cn	apple	pumpkin
	20cn	a work	train
	23cn	bird	duck
	27cn	knife	scissors
	31cn	lion	tiger
	32cn	unintelligible	triangle
	33cn	block	square
	2sc	in the fish tank	water
	5sc	unintelligible	bed
	9sc	listen	see
	10sc	on a bed	ball
	11sc	sunshine	asleep
	12sc	see saw	hammer
	15sc	subject just laughed	hard
7	5sc	couch	bed
	11sc	sleep	asleep
	13sc	ball	hammer
	14sc	toenails	toes
8	8cn	car	bicycle
	27cn	/toz ɤz /	scissors
	32cn	/faɪ æŋgəl/	triangle

* confrontation naming
+ sentence completion